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Conditions Development Speeches at Children Senior Preschool Age

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Abstract:

This article discusses the features of the speech development of children of senior preschool age.

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Speech is an important creative psychological function of a person, the place of manifestation of the ability for knowledge, self-organization, with self-development, to build one's own personality, one's own inner world through conversation with other personalities, other worlds, other cultures.

Conversation, creativity, knowledge, self-development - these are the fundamental elements that are involved in the sphere of interest of the educator when he turns to the task of speech formation of a preschooler. These are the soils on which the progressive didactics of preschool age as a whole is based and which form the foundation of the basic program for the formation of a preschool child. The formation of clean speech in preschool children is a task of tremendous social significance, and both guardians and teachers must consider its seriousness [16].

The communicative area of responsibility is considered as a basic personality trait of a preschooler, as

an important feature of well-being in social and mental development, in the development of specific children's types of work - collective games, design, children's art, etc. For such a process of speech development, the children passed on time and correctly, specific circumstances. So, the baby can possibly be mentally and somatically healthy; own ordinary intellectual abilities; have normal hearing and vision; possess the necessary psychological activity; own the need for verbal communication; own the real speech environment[12].

The usual (timely and correct) speech development of the baby allows him to assimilate fresh opinions every day, expand the store of knowledge and ideas about what is around him.

Thus, speech, its formation, is most closely connected with the development of thinking. Ways of mental development of speech in children of preschool age are: communication with adults; communication with peers; didactic games and exercises; dramatization games; observation lessons; nature; material culture; pedagogically sound didactic environment; excursions; public environment; play and work.

Finally, let's consider all the mental methods for developing the speech of children of older preschool age.

An indispensable condition for the comprehensive development of the baby is his communication with mature ones. Mature ones are the keepers of the skill accumulated by the population of the earth, knowledge, skills, culture. It is possible to transfer this skill in no other way than with language support. Language is the most important means of human communication. Among the many significant tasks of educating and studying preschool children in kindergarten, teaching the native language, the formation of speech, speech communication is one of the key ones. This general task is made from a number of special, personal tasks: educating a sound culture of speech, enriching, strengthening and activating the dictionary, improving the grammatical correctness of speech, forming colloquial (dialogical) speech, becoming coherent speech, educating attention to a literary text, preparing for literacy [16].

In kindergarten, preschoolers, while acquiring their native language, acquire an important form of verbal communication - oral speech. Speech communication in its full form—speech awareness and functional speech—develops little by little.

The verbal communication of a baby with a mature person is preceded by emotional communication. It is considered the core, the main content of the relationship between the mature and the baby in the preliminary stage of the formation of speech - in the first year of life. The kid responds with a smirk to the smirk of a mature one, makes sounds in response to a polite conversation with him. He seems to fall ill with the sensual state of the mature, his smirk, laughter, gentle tone of voice. This is just emotional communication, not verbal, but it lays the ground for future speech, future communication with the support of consciously spoken and understood texts. It is necessary that the speech of the teacher meet the generally accepted standards of the literary language, literary colloquial speech, both in terms of the sound side (pronunciation of sounds and texts, diction, tempo, etc.), and in relation to the richness of the dictionary, the accuracy of word usage, grammatical correctness, coherence. Particular care must be taken with the sound side of speech, for example, how its defects are overcome by the speaker himself more terrible than, for example, the shortcomings of word usage. At the same time, the communication between the teacher and the children has a democratic character.

The lesson is an effective configuration for learning the native language at the senior preschool age.

The effectiveness of the study depends not so much on the form, but on the content, the methods used and the manner in which the educator communicates with the children. Regular classes accustom children to work with linguistic information, bring up attention to the conclusion of problematic speech tasks, linguistic attitude to the word [2].

In the fifth year of life, special care is given to the approval of word formation, word creation; in the sixth year - a simple analysis of the sentence structure, the formation of grammatical correctness (in inflection); in the seventh year - a simple understanding of grammatical relationships between derivative texts, speech creativity, arbitrary construction of difficult syntactic systems.

Personal and mass work with the guys, as a rule, is organized on the same program content, in fact, as indispensable corporate classes, and aims to strengthen the past, taking into account personal individualities. At the same time, he sometimes follows in the footsteps of playing games and exercises on material that has yet to be integrated into a collective lesson. In these cases, two goals have every chance of being pursued: to prepare individual children for the upcoming work, so that they feel more confident in the lesson, and gradually bring the pupils to new forms of work for them. In order for preschoolers to buy the skill of speech creativity, they follow in the footsteps of games to connect a similar fabric, which, being a symbol for the children, still has not entered their active dictionary [2].

Improving the syntactic side of speech is facilitated by staging games based on fairy tales and literary works. Older preschoolers willingly play fairy tales "Fox, stowaway and rooster", "Cat, rooster and fox", "Fly-sokotuha", "Geese-swans". They also like absolutely children's fairy tales: "The Wolf and the Seven Kids", "Turnip", "Gingerbread Man". Kids borrow figurative expressions, well-aimed texts, turns of speech from the fairy tale. Guessing and guessing riddles, explanation of proverbs and sayings, ethnic games "Geese-swans", "Turnip", "Paints", "Where we were, we will not tell", etc. adjoin this cycle of means. Enriching speech with complex syntactic systems, overcoming the formal compositional connection is facilitated by the environment of "written speech", in which the baby establishes his composition, and the mature one writes it down. This dictation can be used in the preparation of children's books, an album of children's creativity, and correspondence [2].

The method puts forward as a basis for the formation of children's speech in connection with the development of the world of their ideas, for example, called research lessons. Leading 18 their principle is this: curiosity assimilated representation should be precisely bonded with a suitable text, enriching its active supply of texts. Text and transmission are something inseparable: they have never been separated [18].

The activity of research, understood in the sense of constant ongoing methods, tending to the development of observation and speech of children, must own the space already in the first years of their life, when their speech begins to form. The outer universe invades the inner universe of the baby primarily through the organs of sight and hearing. It depends to a large extent on the mother, on the mature, so that the ideas that this universe evokes are created in order, in high-quality and quantitative selection, which contributes to the clarity and comprehensibility of the species, corresponds to the age, interests and psyche of the child [18].

The material environment, as the richest source of educational material, should, in turn, be used by the teacher from three sides: 1) nature, 2) material culture, and 3) a pedagogically sound didactic

environment. Nature is the environment most natural and powerful in its educational impact. It tempers the health and strength of the child, heals, refines the organs of perception, develops the conditions for perfect visibility, enriches ideas and knowledge, provides everything necessary for the manifestation of the creative collective activity of children in play and work, i.e., develops all conditions for both children and the teacher. conducive to the enrichment and development of the language of children[18].

The education of a child in close proximity to nature is the best way for the development of his emotions, strengths and abilities. Guys need to the ability to bring closer to nature, according to the ability to connect to it in accordance with this interest of this or that age, and bring nature closer to the children. Objects of actual nature must be concentrated not in one corner of nature, but must be scattered throughout the institution, be represented in every room. For the study of the guys, facilitated circumstances will be required. Often they are not easy to make in the difficult life of open nature, but indoors every time it is quite possible.

The work of the children in the air, in the garden and the garden, a gradual acquaintance with the world of animals, plants, insects, with all the forms of production and human labor, excursions and everything that they actually put forward, must also work to expand the world of perceptions of the children, to increase the supply of their knowledge and classification of the latter, as well as the development and enrichment of their language. In the end, deliberately designed pedagogical and didactic ammunition is distinguished by the fact that it is considered to be completely the product of the educator himself, subordinated to his pedagogical goals and claims to the requirements of the pedagogical process[18].

Teachers should take care to replenish the subject- developing environment in which the kids live with pedagogically sound material content. First of all, let us introduce actual nature into their objects. Toddlers most of all adore everything living, moving. We will create everything in our power to make corners of nature in close proximity to children's housing, within the walls of the latter. Children need toys, without which the joy of childhood fades, they need a wide variety of aids, materials, tools for games and work. We need special teaching material. Children must not only be provided with objects, but also must be arranged in such a way that their use is easy, convenient and expedient.

Broad abilities for the culture of the study of children and the formation of their speech are also put forward by the ammunition of material culture. The metropolis in all the abundance of material values presented in it, the village, every corner of the earth where the creative hand of man makes these values, generously provides the educational material we need[18].

The social environment as the formation of the speech of a preschooler Articulate speech is considered a key attribute of the social essence of a person; it develops itself in a public environment. Its formation depends on what kind of environment it is and to what extent it contributes to this development.

We have already talked about the impact that speech has on the formation of the language of the children around. Children are great masters of imitation, and the manifestations and characteristics of the speech of adults are adroit in sharing the characteristics of children's speech.

Excursions as a way of becoming children's speech. How to develop in the children the precious capacity for research, teach them to use their own emotions, their own motor set for the successive accumulation of practical skills and the images, ideas and speech skills conditioned by them. The

outside world, presented consciously, judiciously and constantly in front of the guys. Helping the uplifting of its structure is the guiding task of observation classes and excursions[18].

Their no less necessary aim should be the reflection of this world of perceptions in speech. The presentation must precede the text, but the text must follow in the footsteps of the presentation. A representation that is not embodied in a clear, sensible text loses an important part of its own meaning. The baggage and appearances that we know are dressed in the colors of human speech, human opinions embodied in the text.

A person who is eye to eye with himself establishes his own thoughts with a text.

Observation classes must be conducted in such a way that the text combines and consolidates what is being observed. This is one of the forms of study. We know what a big role in the development of the baby plays self-education in the precocious period of his life. Self-education of the baby already needs the support of an adult. As the baby progresses through the age levels, the role of an adult who directs his education becomes more and more interesting and difficult.

There are two methods of methodically applying the content of the surrounding environment in the interests of the development of children: the material included in pedagogical work as educational material is approaching the children, it is presented to them. But this is not always entirely probable.

There are objects and appearances that cannot be brought closer to the guys. In this case, two roads are inevitable - the children's approach to the subject, to the appearance. These two roads are translated into a way familiar under the name of excursions. Excursions with the guys are conducted outside the institution. But even in the institution itself it is possible to carry out a special excursion-inspection, due to the fact that in any living space, including a room, there is every chance to have objects that cannot be brought closer to the children, but the children themselves must be brought closer to them [18].

Play and work as the formation of children's speech. Language and thinking have been and continue to be inextricably linked with labor processes, with human work. The population in the life of a baby is like a team of children in which he lives and develops. The leading activity is play. An important skill is accumulated by the child in this game. From his own gaming skill, the kid draws ideas that he associates with the text. Play and activity are considered the strongest stimuli for the manifestation of children's amateur performance in the field of language; they must be primarily applied in the interests of the formation of children's speech.

With the objects presented in this game, the baby comes into frequent repeated communication, as a result of which they are simply perceived, imprinted in memory. Any object contains its own name, any action has a personal verb.

Those kst are considered part of reality for the baby. It emerges from everything that it is fundamental in the interests of stimulating the work of children and the development of their language to deliberately carry out their play activities, to give them, in an appropriate selection, objects, toys, tools that will feed this work and, on the basis of the enriched supply of certain ideas, to develop their language [18].

We know what a huge role adults play in the development of children's language. The role of the educator in the children's free games cannot be limited to the organization of everyday life, the

selection of game material. She is obliged to show attention to the very process of the game, to give the guys fresh texts and expressions related to fresh environments; communicating with them on the essence of their games, to influence the enrichment of their language. Leading the observations of the guys during the acquaintance. At the senior preschool age, the teacher's task is to fill the children's texts with a certain content, clarify their meaning, and activate them in speech. The guys learn to use antonyms to denote size, color (big-small, long, light-dark); continue to develop awareness and ability to consume texts that express species and role opinions, create the ability to apply generalizing texts (vegetables, dishes, furniture, toys, clothes). At the senior preschool age, the enrichment of the dictionary, the assimilation of fresh texts is carried out in a practical project. Absolutely, if there were no such speech skill, it would be impossible to talk about the subsequent speech development of children at the highest level. But for a successful subsequent study of the baby at school, it is necessary, in time, to run over to the "theoretical" positions of relatively speech reality, as a system of the native language, its components acted as the object of his intentional work. Understanding linguistic phenomena guarantees the likelihood of transferring speech skills and abilities into a random project. Ways to enrich the children's vocabulary in special exercises are practical. Most often, when conducting lexical exercises, the method of a didactic game is used, in particular, games with "didactic" tributes. A didactic game is also used, under the title "H a sack" (children put their hands into a sack filled with small objects, and find out and name them by touch). But, of course, with the support of only dolls and other toys, kids do not have every chance to "absorb" the poetic essence of their native text. The guys need to be introduced to what is around and explain the lexical meaning of the texts, elementarily pointing to the real thing.

Thus, the work of a teacher in the development of speech in children of preschool age should be built from several frontiers: the study of children, the exact identification of violations, the formation of work intentions, the use of personal and mass forms of work. In this case, work on the development of children's speech will come up safely.

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